



Goal, Objectives, and Student Learning Outcomes

Level 4 – Reading/Writing/Grammar

Goal:

Expose students to a wide variety of emerging academic texts while increasing their ability to analyze and synthesize information. Develop basic essay writing that demonstrates an ability to connect ideas.

Objectives (functions/ structures taught)

- Demonstrating understanding of a passage through class discussions, comprehension questions and assessments
- Skimming and scanning for the main idea and details of a multi-paragraphed passage
- Previewing, inferencing, drawing conclusions from emerging academic texts
- Summarizing multi-paragraphed readings in writing
- Identifying supporting ideas
- Distinguishing between fact and opinions
- Comparing and contrasting two things, places or people
- Distinguishing between causes and effects
- Identifying thesis statements, topic sentences and concluding statements
- Identifying meaning of new words through context
- Writing simple, compound sentences and complex sentences
- Writing a multi-paragraphed passage with a thesis statement, topic sentences and concluding statement
- Editing for verb forms, spelling and word order
- Recognizing and utilizing the simple present, present continuous, simple past, past continuous, future forms and the present perfect and present perfect continuous.
- Stating an opinion in writing
- Supporting opinions in writing

Student Learning Outcomes (SLOs) (measured/assessed/ mastered)

- Identify main ideas and details in a multi-paragraphed passage at the B1+ level
- Distinguish between main ideas and details in an emerging academic passage at the B1+ level
- Summarize main ideas of a reading, at the B1+ level, in writing.
- Identify the similarities and differences between two works
- Compose a multi-paragraphed essay, with a thesis statement, topic sentences, concluding statement, including simple, compound and complex sentences, employing appropriate structures.
- Utilize vocabulary at the B1+ level to express ideas in writing